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ABSTRACT

To ascertain program effectiveness, a written attitude survey, consisting of 14 questions, was administered to 85 Mexican American children in grades K-8 during the first 5 days of the Leipsic summer program and to 85 children during the program's final 7 days to determine their attitudes toward themselves, their home schools, and the Leipsic School and summer program. Kindergarten children were given a short-form version of the survey. Constructed in both Spanish and English, the survey was administered bilingually when necessary. Indepth interviews with 50 children were recorded during the middle 7 weeks of the program to determine more specifically their attitudes toward self and school. Eighteen staff members were also interviewed to ascertain their perceptions of the children and of the program's effectiveness. Findings indicated: a highly significant difference between the way the children expressed feelings about themselves in a school context and the way they expressed them in a personal context, confusion of values in identification of self and as to the roles and values which two languages play in the children's lives, and the children had no clear concept of the role of education in their lives. Appendices include the survey questions and raw scores, a summary of interviews, and objectives of the Ohio migrant education program. (NQA)

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# Report on Migrant Education Program

Leipsic, Ohio

Summer 1975

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RC014183

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Migrant Children

Summer of '75

The United States Commission on Civil Rights noted in their February, 1974 report entitled, "Mexican-American Education Study" that the dropout rate among Chicano students in the Southwest is forty percent before graduation from the 12th grade. It was further noted that if the same rate applied to Anglo children, "something would be done about it."[1]

Putnam County, Ohio has at present a significant permanent Chicano population while during the summer this population swells with the influx of migrant workers from Texas. The Leipsic summer program had a peak enrollment of 367 children, kindergarten through 8th grade during the summer of 1975. Less than half of the teachers in the program were of Chicano background. They traveled from Texas to Ohio for the summer. The remainder, over half, were local teachers who had received minimal special training or preparation prior to working with the Migrant Children.

The Civil Rights Commission goes on to point out, "the fact that there is a consistant disparity in favor of Anglo over Chicano students suggests that teacher-education in the Southwest is failing to prepare teachers to provide equal educational opportunity to Chicano students."[2] It would follow that in Ohio we have much to learn about the proper training of teachers for a similar situation and that further, as more migrants become permanent residents following the decreasing need for migrant farm help this need for specially trained teachers will grow.

[1]The Progressive, "Cheating Chicano Children," September, 1974, J. C. Ogilvie.

[2]Ibid.

For the past three years during the summer months of 1973, 1974 and 1975, The Ohio State University, Lima Regional Campus has participated in the Leipsic program in the limited capacity of providing student teachers. The author, the Principal Investigator, has supervised those students and has thus had limited access to the program and somewhat restricted opportunities to view the program as a whole until this year.

The Migrant Program in Leipsic is funded by the Federal Office of Education, Department of Health, Education and Welfare under the Elementary and Secondary Education Act of 1965 as amended; Public Law 89-10 and Public Law 89-750; 20 U.S.C. 241 b. The local district obtains its funds by way of the State Department of Education but includes no provisions under Public Law for the training of teachers to meet the special needs of the Migrant Children.

In Ohio the only program resembling a program designed to meet the needs of Migrant Education was HB 715 which is concerned with Bilingual Education and has thus only peripheral application to our program. We will continue to use Mr. James Miller of the State Department of Education as our legislative contact with regard to future developments.

As a result of his findings as well as the result of a survey done at U.C.L.A. in 1968[1] which was designed to determine those attitudes which distinguish academically successful from academically unsuccessful Mexican-American students, it was found that a successful school experience, the

[1] C. Wayne Gordon, et. al., Educational Achievement and Aspirations of Mexican-American Youth in a Metropolitan Context (Los Angeles: Center for the Study of Evaluation of Instructional Programs, University of California, Los Angeles, 1968), p. 100.

development of a strong academic self image and a feeling of acceptance in the school setting were outstanding among the attributes of those Mexican-American students who were academically successful.

Mr. Dean, the Superintendent and the Principal Investigator then determined that a pre and post summer session measure of the expressed attitudes, expressed academic ambitions and self image would be of real value in determining the success of the summer program which is to be aimed at meeting those needs.

Mr. Dean has stated, "if we can send those children back to their home school districts with a feeling of having had a good summer in an academic setting, we will have accomplished a lot."

A copy of the U.C.L.A. survey has been received and those elements of their form which are relevant to the Leipsic population were adapted.

The Research Project immediate objectives were broken into two categories. First, we developed and applied a survey form consisting of fourteen questions (one of which, concerning self image was discarded on the basis of the high degree of difficulty children had in answering it.) which was designed to determine the expressed attitudes of the children toward: 1. Themselves, 2. Their home, school and 3. The Leipsic School and summer program.

It was hypothesized that if the children showed significant growth in self image and in positive attitude toward school that the stated objectives of the summer program had been met. The survey was constructed in both Spanish and English[1] and was administered bi-lingually when necessary.

The second part of the research project consisted of in-depth, recorded interviews with children which were done in order to determine more specifically their attitudes toward self and toward school. Selected staff

[1]Complete survey form appears in Appendix A.

personnel were interviewed as well in order to determine their perceptions of the children and the program.

The long-term objectives of the project would include the possibility of establishment of a Center for the training of Bi-lingual - Bi-Cultural teachers to be housed on the Lima Campus. OSU Lima is the closest of the five O.S.U. campuses to the center of the Mexican-American population in North-West Ohio.

At the present time there are over 100,000 permanent Mexican-American residents in North-West Ohio.[1] The Leipsic School District, scene of the Summer '75 Research Project, reports that approximately one-third of their permanent school population are Mexican-American, the children of ex-Migrant workers who have "settled in" the Leipsic area.[2]

Written attitude surveys were administered to 85 children with the first five days of the program from a total school population at that time of 118, representing .72% of all available children.

Time 2 testing was done during the final seven days available of the ten week program. Two days were not available as the children were engaged in "Field Day" activities. The survey was administered to 85 children including Kindergarten children who were given a short-form version of the inventory. This represented .22% of all enrolled students and .41% of all children in attendance.

Only 24 children were available for both Time 1 and Time 2 testing reflecting the transitory nature of the children enrolled in such a program.

The peak enrollment of the program reached 367, but attendance on any given day never exceeded 61% of that enrollment.

[1] Figures supplied by La Raza Unida Office, 1616 E. Wooster, Bowling Green, Ohio, 43402.

[2] Enrollment estimates, James Dean, Supt. Leipsic Local School District.

Interviews with 50 children were recorded during the middle seven weeks of the program. The purpose of the interviews were to clarify and to expand both our understandings of the childrens response to the initial questionnaires and to allow the children additional avenues of expression concerning their interests and needs.

18 staff members, teachers, teacher aides, administrative and supervisory personnel were interviewed as well, in order to ascertain their perceptions of the effectiveness of the program and to more fully determine their relationships with the children.

The children appeared initially very friendly and cooperative, however were very reluctant to rate or evaluate anything in negative terms; themselves, the Leipsic School or their Home School. We confirmed this conclusion by compiling Mean Scores for all three sections of the test.[1]

On a scale of 1 to 5, 1 being high negative and 5 being highly positive expressed attitudes the children had mean scores of 4.4 on the Self Evaluation questions, 4.0 in regard to Home Schools and 4.3 concerning the Leipsic Program.

Once it was realized that the majority of expressed attitudes were weighted heavily toward the positive, and that the childrens expressed self concept appeared to be in contradiction to their observed performance in the classroom it became evident that the oral, in-depth interviews would be of even more important to our research. We would have to gain the confidence of the children to get them to "open up" and to attempt to get them to reveal the real source of their difficulties.

All teachers had been asked prior to the opening of the program to keep a record[1] of "special" activities or materials they used during the quarter. "Special" was defined as being any activity or the use of any material in

[1]Sample report form Appendix B.

their classroom which they would not do or use in a non-bi-lingual setting. These reports were monitored and observed. Daily classroom activities were observed in line with the required observations of the[2] Student Teaching component of the program. Thus both attitude evaluations and observations in the classroom were proceeding apace. Preliminary reports from teachers concerning standardized achievement tests revealed scores on the average 3.5 years below norms for grade level and age.[3] Kindergarten and 1st grade teachers reported as many as half of the children in their rooms with basically no speaking knowledge of English, as well as limited understanding and speaking knowledge. As might be expected at that age, only limited ability in Spanish as well. The Spanish Language Teacher found the majority of the children on all levels to be deficient in knowledge and usage of Spanish grammar as well.

One exceptionally interesting factor emerged from the attitude inventory. As was noted, the children were very reluctant to express negative feelings about themselves in a school context, about their home schools or about the Leipsic program. In reading the mean scores of all answers it was determined that all but two of the scores were four-plus. Those two lower scores were on questions 7 and 11. Upon re-reading the questions themselves we realized that these two questions were the only two which allowed the children to say how they felt about themselves on a personal level not related to scholastic. In fact the exact wording was "I feel" - with a range of responses possible from "very bad" to "very good."

[2]Five student teachers were placed in the program. As a prerequisite to this experience the five were required to take a one quarter course in "Chicano Studies", a course designed to develop a beginning understanding of the Mexican-American culture of the children they would be working with.

[3]Appendix C 1974, 1975 Test Scores

These two questions received mean time 2 scores of 3.60 and 3.67 respectfully, much closer to a neutral reaction than on any other questions.

A correlated t test was then run to determine if the responses of the children to these two questions were significantly lower than to all other questions. The answer in both cases, comparing Q.7 to all others and Q.11 to all others was yes. The responses were highly significantly lower!

Correlated T-test Results

| Variables | Mean | Standard Deviation | Mean Difference | Standard Error |
|---|---|---|---|---|
| Question 7 | 3.6463 | 1.337 | -0.5798 | 0.146 |
| Total of all others except 7 | 4.2261 | 0.599 | | |

t = -3.98 d.f. = 81 p < .005

| | | | | |
|---|---|---|---|---|
| Question 11 | 3.5244 | 1.501 | -0.7017 | 0.160 |
| Total of all others except 11 | 4.2261 | 0.599 | | |

t = -4.38 d.f. = 81 p < .005

Time I, Time II Tables

Totals and Averages

Questions # 1, 5, 8 and 11 - Attitudes Toward Home School

| | $T_1$ | $T_2$ |
|---|---|---|
| 1. | N = 69 | N = 84 |
| | $\underline{M}$ = 4.20 | $\underline{M}$ = 4.17 |
| 5. | N = 69 | N = 84 |
| | $\underline{M}$ = 4.56 | $\underline{M}$ = 4.43 |
| 8. | N = 69 | N = 84 |
| | M = 4.11 | M = 4.28 |
| * 11. | N = 66 | N = 81 |
| | $\underline{M}$ = 3.66 | M = 3.60 |

Questions # 4, 7, 10, 13 - Leipsic Summer School Program

| | $T_1$ | $T_2$ |
|---|---|---|
| 4. | N = 68 | N = 86 |
| | $\underline{M}$ = 4.57 | $\underline{M}$ = 4.22 |
| * 7. | $T_1$ | $T_2$ |
| | N = 68 | N = 88 |
| | $\underline{M}$ = 4.04 | $\underline{M}$ = 3.67 |
| 10. | $T_1$ | $T_2$ |
| | N = 67 | N = 88 |
| | $\underline{M}$ = 4.55 | $\underline{M}$ = 4.27 |

13. $T_1$ $T_2$

N = 66 N = 87

M = 4.46 M = 4.15

Questions 2, 3, 9, 12, 14 - Self Image

2. $T_1$ $T_2$

N = 69 N = 88

M = 4.14 M = 4.34

3. $T_1$ $T_2$

N = 69 N = 88

M = 4.11 M = 4.16

9. $T_1$ $T_2$

N = 67 N = 88

M M = 4.19

12. $T_1$ $T_2$

N = 66 N = 87

M = 4.30 M = 4.24

14. $T_1$ $T_2$

N = 66 N = 87

M = 4.24 M = 4.04

The tables clearly show the high self assesment the children made of themselves as students of their home schools and of the summer program at Leipsic with only a slight but not statistically significant shift toward the negative by the end of the program on all but two questions.

It would appear that the academic disillusionment which is so apparent and is reflected by the high drop-out rate of Mexican-American students in high school (20-30% drop out in Toledo, Ohio according to 1970 census figures, the rate is three times that among migrants) begins with a very personal form of disenchantment in young children.

Elementary school children have not the background of experience necessary to equate difficulty in reading in the classroom with later difficulty in life. They cannot project that far and yet realize "something" is wrong.

The confusion spelled out in the individual interviews we find reflected in the expressed attitude - "The school is o.k., the teachers are o.k., I'm not so hot!"

We may conclude that academic disillusionment is preceded by this highly personal form of disillusionment apparent to even the younger children.

Individual interviews, as noted, pursued this lead to see if we could varify and expand the notion that the children felt less good about themselves in a personal context than in an academic context.

Staff - Leipsic Migrant School

Director - Steve Crawford - Not Bilingual

Recruiter - Mary Solis - Bilingual

Nurse - Mrs. Spencer - Not Bilingual

| Grade | Teacher | Aide | Student Teacher |
|---|---|---|---|
| KG | M. Upp<br>Extensive knowledge of Spanish - could be considered Bilingual | J. Winnle<br>Not Bilingual | None |
| KG | P. Flowers-Not Bilingual | R. Sommer-Not Bil. | B. Sampson-Not Bil. |
| 1st | D. Starkey-Not Bilingual | A. Garcia-Bilingual | |
| 1st | B. Frick-Not Bilingual | M. Hinojosa-Bil. | S. Sherrick-Not Bil. |

| | | | |
|---|---|---|---|
| 2nd | L. Wagler-Not Bil. | A. Bogard-Not Bil. | None |
| 2nd | L. Reider-Not Bil. | D. Marias-Bil. | None |
| 3rd | P. Michel-Not Bil. | J. Martin-Not Bil. | B. Metzger-Not Bil. |
| 4th | K. MacDonald-Not Bil. | K. Hartman-Not Bil. | K. Lewis-Not Bil. |
| 5th | J. Blankemeir-Not Bil. | V. Snyder-Not Bil. | None |
| 6th | M. Schnee-Not Bil. | S. Bennett-Not Bil. | L. Black - Limited knowledge of Spanish |
| 7-8 | S. Garcia-Bil. | G. Selhorst-Not Bil. | None |
| Reading | B. Griffith-Not Bil.<br>D. Starkey-Not Bil. | C. Steffan-Not Bil.<br>C. Mattern-Not Bil. | None |
| Oral Lang. | D. Thomas-Bil. | P. McCallister-Not Bil. | None |
| Art | L. Lammers-Not Bil. | J. Klausing-Not Bil. | None |
| Music | D. Kuhn-Not Bil. | S. McDougle-Not. Bil. | None |
| Spanish | S. Avila-Bilingual | M. Stowe-Not Bil. | None |
| Boys PE | J. Servantes-Bilingual | J. Dean-Not Bil. | None |
| Girls PE | S. Christman-Not Bil. | S. Meyer-Not Bil. | None |
| | Extra Aides | P. Fike-Not Bil.<br>M. Buckland-Not Bil. | |

You will note that only .18% of the classroom teachers were bilingual, .27% of the total teaching staff were, only 14% of the aides and only one of the Student Teachers had any extensive background and training in Spanish.

However, all of the Student Teachers had received a quarter of bi-cultural training and orientation.

What we found in the program was a group of children who are scoring well below grade level in reading and comprehending English, coming from homes where the average educational level is 4th grade[1], speaking a gramatically weak Spanish and being taught by teachers who for the most part, .75% to 80%, do not speak Spanish and who have received minimal instruction or information about the cultural background of the children.

[1]Information based on files in Migrant Center, Leipsic, Ohio

We have noted that on two of the questions, number 7 and number 11 scored lower than any of the other questions, a test of significance was run on these 2 questions. Results indicated - that there was a highly significant difference between the ways the children expressed feelings about themselves in a school context and the way they expressed them in a personal context.

As we began the interviews[1] we had knowledge of some of these expressed attitudes. We were not initially aware of the significant discrepency described above but were concerned more at that point as to why they did not reflect low classroom performance in their self evaluations as students.

The interviews revealed confusion! The children expressed the total range of feelings about the use and/or value of Spanish and/or English. Some children said that no Spanish was necessary, some said only Spanish was needed. Most recognized the usefulness of learning English but were confused about the role of Spanish. The Spanish language was a bothersome thing to most. They used it for informal communication at school and almost exclusively at home but had doubts as to the legitimacy of its use. Half of the children claimed to prefer the use of one or the other languages and then proceded to contradict themselves in the course of the interview.

Many children asked that their name be pronounced in English and then used a Spanish pronunciation or vice versa.

The parents were more often than not a subject for confusion. They, the parents used language on a mixed basis though pre-ponderantly Spanish and contributed to the childrens mixed feelings by their own mixed feelings.

In Texas schools, according to children, not as much Spanish was used in schools in Leipsic.* Feelings about the Spanish class in Leipsic were mixed

[1]Transcripts of interviews with children and staff which have been edited to remove repetitions and dialog meaningless to this research appear in Appendix D.

*Qualification as a bi-lingual teacher in Texas is based upon successful completion of a written exam. Some Chicano teachers expressed doubts as to the efficiency of the exam.

although the majority enjoyed the class. No children mentioned the Oral Language Program[1] but this might be attributed to the unobstrusive nature of the program and the fact the children did not seem to identify it as either an "English" or a "Spanish" lesson.

The over whelming message of the interviews was confusion of values, confusion in identification of self, confusion as to the roles and values which two languages play in their lives. The children had no clear concept of the role of education in their lives. Parents, too were torn in their feelings about the school experience, sometimes within a single family ("Mama wants me to go, Papa thinks I should be working." An eleven year old girl speaking).

The summer program itself was well planned with competent administrative direction. Mr. Steve Crawford, the Director, had several years of experience in the program as a teacher. The objectives of the Program[1] were clearly stated prior to the beginning of the program. Qualified teachers were hired, each assigned a teacher aide, five in addition had student teachers assigned to them.

Mr. Ramiro Avila's Oral Language Program was hurt by the loss of one of the bi-lingual teachers in the program at the end of the first week which shifted a significant portion of the running of the program to the classroom teachers. Mr. Avila was then compeled to spend additional time preparing the teachers on what amounted to rather short notice to carry on the program.

Those teachers who actively committed themselves to the Oral Language Program reported that it was a most helpful tool. In light of reports on bilingual programs nation-wide[2] such a program of Oral Language Development

[1] Competency based Oral Language Program developed and administered by Ramiro Avila, Ohio University, Athens. Report on program appears in Appendix E.

[1] See Appendix F for copy of Objectives



[2] Bilingual-Bicultural Education, Department of Government Funded Programs, Board of Education of the City of Chicago, 1975.

is an essential part of a comprehensive Bilingual-Bicultural program.

In the Investigators estimation, the biggest error in pre-planning could be attributed not to lack of planning but rather to a lack of understanding of the cultural and scholastic background of the children in the program. Planning appeared to be designed more for a typical nonOChicano population and did not appear to recognize the language and scholastic deficiencies of the students.

Teachers had received minimal training concerning the history and culture of the Chicano student. Special materials designed for the use of bilingual students, many times available in the Migrant Center located on campus in Leipsic, were not used to any significant degree. "Traditional" teaching techniques were used which lost effectiveness when used with bilingual children. For example, an aide was observed playing a word game with 1st grade students. The students marker landed on a picture of a wolf with the letter "W" printed beneath it. When asked to identify the picture the student responded, "lobo", which is wolf in Spanish. The aide said, "no, you're wrong, it's wolf", and went on with the game.

Students were observed giving answers to oral arithmetic problems in Spanish and not being given credit for the correct answer. Lessons presupposed mastery of English and penalized students who were attempting to transpose Spanish to English and who thus took extra time in transition. Reading groups were set-up on the basis of ability to read in English and did not take into account reading interests of those who read well in Spanish, who had larger Spanish vocabularies, or whose interest level was higher than English reading level.

Attitudes of some teachers were questionable. Rumors were repeated by students about teachers who would not allow any Spanish to be spoken in class

or who felt threatened by Spanish being spoken when they couldn't understand it.

As in most programs with "different" constitutencies, hiring practices were questioned. Mr. James Dean, the Superintendent made what appears have been a sincere effort to hire bilingual teachers. He also, as befits a Superintendent, hired a large number from among the local population. Had he gone far afield in hiring when local population applicants were available he could have been subject to strong local pressures and possible censure.

To assist local school authorities it will be necessary to strengthen guidelines in hiring practices and make more specific the requirement of teachers with bilingual and bicultural training.

## Conclusions and Recommendations

The program met some of the goals as set forth by the Superintendent. The children expressed positive feelings about the school and about themselves at the end of the program. Sincere efforts had been made to insure successes for the children in the classroom. Enrichment classes had been provided in Music, Art, Physical Education, Reading and Spanish to provide a full and valuable experience for the children. The relationship between staff and children was in almost every instance appeared to be a warm and supportive one.

Despite these efforts the academic level of the children as measured by Mr. Ramiro Avila using the Silvaroli Reading Inventory[1] remained virtually unchanged. In summer 1974, 85.54% of the children were reading below grade level, in summer 1975, the figure dropped to 82.26% and classroom performance reflected this poor reading ability. The typical child tested over 3 years below grade level and had commenserate difficulty in spelling and other Language Arts.

[1]Silvaroli, Nicholas, Classroom Reading Inventory, Wm. C. Brown, 1965.

See Appendix C for 1974, 1975 test scores.

True Mathematical ability was difficult for teachers to determine because of language barriers. Instruction suffered for the same reason.

Confusion in cultural roles was revealed in child-teacher relations and vividly applified in taped interviews. Some teachers made extra and specific efforts to learn more about the background of the children when they realized that "standard" techniques were not working.[1] Still others were not sure as to what would work and what would not, but all agreed that knowledge of Spanish would have helped them to make better decisions.

It would appear that with over 100,000 permanent Mexican-American residents in North-West Ohio, with a dangerously high drop-out rate being established in High Schools[2] and with evidences of that later failure being readily apparent at the Elementary School level that there is a real need for a training program to provide Bilingual-Bicultural teachers.[3]

"Scores of studies of bilingualism reveal that where bilingualism has been found to be a problem is commonly in situations where child-speakers of a home language are given no formal education in and through their home language. The evidence seems to be that the problems of bilingual children arise not form the fact of their speaking two languages, but from eudcational policy affecting the two languages----------.[4]

Bilingual-bicultural eduction recognized the importance of the minority student's culture.....bilingual-bicultural education programs are tangible evidence of the majority's willingness to legitimatize that

[1]See Appendix D. Transcripts of interviews with Teachers and Aides.

[2]The Migratory Farm Labor Problem in the United States, 1969 Report. U.S. Government Printing Office, Washington D.C. 1969.

[3]Educational Achievement and Aspirations of Mexican American Youth in A Metropolitan Context, Gordon, C. Wayne et. al., Univeristy of California, Los Angeles, 1968.

[4]Bilingualism, From the Viewpoint of the Administrator and Counselor, Gaardner, B., et. al., p. 18. ED 018 286, Washington D.C.: Educational Resource Information Center, U.S. Office of Education.

culture. Bilingual-bicultural programs indicate the schools willingness to accept the child with his unique needs and capabilities and adapt the educational program so as to capitalize upon them.[2]

We propose that E.M.C.E. work through the Lima Regional Campus and set up a center for the training of bilingual-bicultural teachers. Federal moneys will be sought as well as support from State and Local sources for the establishment of such a program. The details and proposed components of such a program in terms of personnel, facility and scholastic requirements await further research and will be contained in a follow-up report.

Time and support will be formally requested to develop this follow-up report.

The Challenge of Teaching Mexican-American Students, Li[illegible]inger Dolores Escobar, American Book Co., 1973.

Stupid America

stupid america, see that chicano
with a big knife
in his steady hand
he doesn't want to knife you
he wants to sit on a bench
and carve christ figures
but you won't let him.

stupid america, hear that chicano
shouting curses on the street
he is a poet
without paper and pencil
and since he cannot write
he will explode.

stupid america, remember that chicanito
flunking math and english
he is the picasso
of your western states
but he will die
with one thousand masterpieces
hanging only from his mind.

Abelardo
Chicano, 25 pieces of a chicano mind.[1]

[1] Litsinger, p. 78, ibid.

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Appendix A

## Questions

1. How do you feel about your school in Texas?
2. I can do my schoolwork:
3. Compared to the other students in my classes, I am:
4. The school here in Leipsic is:
5. Do you learn things in your school in Texas?
6. How many years do you think you ought to stay in school in order to get a good job?

   What grade are you in?
7. When I am at school here in Leipsic I feel:
8. The school in Texas is:
9. When I am at school I am:
10. Do you learn things here in your school in Leipsic?
11. When I am at school in Texas I feel:
12. What kind of a student do you think you are?
13. How is the school here in Leipsic?
14. What do you think your teachers think of you?

Appendix A

## Survey Questions

H - home School:

1. How do you feel about your school in Texas?
5. Do you learn things in your school in Texas?
8. The school in Texas is:
11. When I am at school in Texas I feel:

Leipsic School:

4. The school here in Leipsic is:
7. When I am at school here in Leipsic I feel:
10. Do you learn things here in your school in Leipsic?
13. How is the school here in Leipsic?

Self:

2. I can do my schoolwork:
3. Compared to the other students in my classes, I am:
6. How many years do you think you ought to stay in school in order to get a good job?
9. When I am at school I am:
12. What kind of a student do you think you are?
14. What do you think your teachers think of you?

Appendix B

The Ohio State University

Summer Research Project - 75

Material and/or Project Report Form.....

Your Name_____Grade Level_____

The date(s) on which you used the material and/or project_____

_____

The time used by the use of material and/or project _____

_____

A brief description of the material and/or project_____

_____

_____

_____

Any evaluative comments or suggestions? _____

_____

_____

_____

_____

_____

_____

Please return this form to the office when completed.

Appendix C

Attitude Inventory, Raw Scores

Time 1 N = 69 16 KG children not tabulated

| Question 1 | 2 | 3 | 4 | 5 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | 3 | 3 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 3 | 5 | 4 |
| 4 | 3 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 1 | 5 | 5 | 5 |
| 2 | 3 | 4 | 5 | 4 | 5 | 1 | 5 | 4 | 4 | 4 | 4 | 5 |
| 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 |
| 5 | 5 | 3 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 5 |
| 5 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 3 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 |
| 5 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 |
| 4 | 5 | 4 | 5 | 3 | 4 | 3 | 5 | 5 | 3 | 4 | 5 | 3 |
| 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 3 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 |
| 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 3 | 5 | 5 | 4 |
| 4 | 5 | 3 | 4 | 4 | 2 | 5 | 5 | 5 | 2 | 4 | 5 | 4 |
| 5 | 5 | 3 | 5 | 5 | 1 | 5 | 4 | 5 | 2 | 4 | 5 | 3 |
| 3 | 5 | 3 | 5 | 4 | 4 | 3 | 5 | 5 | 4 | 3 | 5 | 3 |
| 3 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 2 | 3 | 3 | 3 |
| 4 | 2 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 2 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 5 |
| 3 | 5 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 5 | 5 |
| 3 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 |
| 3 | 4 | 4 | 4 | 5 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 |
| 3 | 5 | 3 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 3 |
| 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 |
| 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 4 |
| 3 | 4 | 3 | 4 | 4 | 2 | 3 | 3 | 4 | 4 | 3 | 4 | 2 |
| 4 | 5 | 3 | 4 | 5 | 2 | 5 | 5 | 5 | 2 | 4 | 5 | 3 |
| 4 | 3 | 4 | 5 | 5 | 4 | 5 | 3 | 5 | 4 | 5 | 5 | 4 |
| 4 | 3 | 5 | 5 | 5 | 1 | 4 | 4 | 5 | 2 | 3 | 5 | 4 |
| 4 | 5 | 4 | 5 | 4 | 2 | . | . | . | . | | | |
| 4 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 |
| 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 4 | 4 | 5 | 5 | 3 | 4 | 4 | 5 | 3 | 4 | 3 | 4 |
| 3 | 4 | 3 | 5 | 4 | 4 | 3 | 4 | 4 | 2 | 4 | 3 | 4 |
| 3 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 |
| 3 | 4 | 5 | 5 | 5 | 2 | 5 | 5 | 5 | 2 | 5 | 5 | 4 |
| 4 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 |

Time 1, Continued

| Question # 1 | 2 | 3 | 4 | 5 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | . | - | | |
| 3 | 5 | 4 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 |
| 3 | 5 | 4 | 4 | 5 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 1 | 5 | 5 | 3 | 5 | 5 | 3 | 4 | 2 | 4 | 4 | 4 |
| 4 | 3 | 4 | 3 | 4 | 1 | 3 | 3 | 3 | 1 | 3 | 4 | 3 |
| 4 | 5 | 4 | 5 | 5 | 1 | 4 | 4 | 5 | 1 | 5 | 4 | 5 |
| 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 5 |
| 5 | 3 | 4 | 4 | 3 | 5 | 4 | 5 | 5 | 2 | 5 | 4 | 4 |
| 5 | 3 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 1 | 4 | 4 | 5 |
| 3 | 1 | 4 | 3 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 |
| 4 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 |
| 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 5 |
| 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 1 | 5 | 5 | 5 |
| 2 | 4 | 4 | 3 | 4 | 3 | 2 | 4 | 3 | 3 | 4 | 5 | 3 |
| 5 | 3 | 4 | 4 | 5 | 2 | 4 | 4 | 4 | 4 | 4 | 5 | 4 |
| 5 | 1 | 4 | 1 | 1 | 4 | 2 | 4 | 1 | 1 | 4 | 1 | 2 |
| 4 | 2 | 4 | 5 | 3 | 5 | 4 | 5 | 3 | 2 | 5 | 4 | 5 |
| 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 2 | 4 | 5 | 4 | 5 |
| 4 | 4 | 4 | 4 | 2 | 5 | 4 | 1 | 5 | 4 | 4 | 4 | 4 |
| 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 3 | 2 | 4 | 3 | 2 | 5 | 4 | 3 | 2 | 4 | 4 | 4 |
| 4 | 3 | 3 | - | . | . | - | | . | | | | |
| 5 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 5 |
| 5 | 4 | 4 | 3 | 5 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 |
| 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 1 | 4 | 4 | 5 |

Time 2 N = 86 Not administered to KG

| Question # 1 | 2 | 3 | 4 | 5 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 5 | 3 | 3 | 5 | 5 | 3 | 5 | 4 | 5 | 3 | 5 | 3 |
| 3 | 5 | 3 | 3 | 5 | 5 | 3 | 3 | 5 | 4 | 3 | 1 | 3 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 3 | 5 | 5 | 3 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 4 | 1 | 5 | 5 | 5 | 1 | 4 | 4 | 3 |
| 4 | 4 | 3 | 5 | 4 | 1 | 4 | 5 | 5 | 1 | 3 | 5 | 3 |
| 1 | 4 | 3 | 5 | 4 | 4 | 4 | 5 | 5 | 3 | 3 | 5 | 4 |
| 4 | 5 | 2 | 5 | 5 | 3 | 5 | 1 | 5 | 4 | 1 | 5 | 1 |
| 4 | 4 | 4 | 4 | 4 | 5 | 2 | 4 | 4 | 2 | 4 | 3 | 3 |
| 3 | 3 | 3 | 4 | 5 | 2 | 4 | 3 | 3 | 3 | 4 | 4 | 4 |
| 5 | 4 | 4 | 4 | 5 | 3 | 5 | 5 | 3 | 4 | 4 | 3 | 3 |
| 3 | 4 | 2 | 4 | 3 | 2 | 4 | 3 | 3 | 2 | 3 | 3 | 2 |
| 5 | 5 | 3 | 3 | 5 | 2 | 5 | 5 | 4 | - | - | | |
| 3 | 4 | 3 | 5 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 5 | 4 |
| 5 | 4 | 4 | 3 | 5 | 3 | 5 | 5 | 3 | 4 | 4 | 2 | 2 |
| 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 3 | 5 | 5 |
| 4 | 4 | 3 | 3 | 5 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 3 |
| 3 | 3 | 3 | 1 | 4 | 4 | 4 | 3 | 5 | 5 | 4 | 3 | 3 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 5 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 3 | 5 | 5 | 2 | 3 | 5 | 4 | 2 | 4 | 5 | 2 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 5 | 4 | 5 | 5 | 1 | 4 | 5 | 3 | 1 | 5 | 4 | 5 |
| 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 2 | 5 | 3 | 3 |
| 5 | 5 | 5 | 3 | 5 | 2 | 5 | 5 | 5 | 5 | 5 | 4 | 5 |
| 1 | 5 | 3 | 5 | 5 | 4 | 3 | 3 | 5 | 4 | 4 | 5 | 4 |
| 5 | 5 | 5 | 3 | 5 | 4 | 5 | 4 | 3 | 2 | 5 | 3 | 4 |
| - | 3 | 3 | 3 | - | 2 | | 3 | 4 | | 3 | 4 | 4 |
| 5 | 4 | 4 | 5 | 5 | 2 | 5 | 5 | 5 | 2 | 4 | 5 | 5 |
| 1 | 5 | 3 | 5 | 3 | 3 | 2 | 3 | 4 | 3 | 3 | 5 | 3 |
| 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 5 | 5 | 5 | 5 | 4 | 3 | 4 | 5 | 4 | 3 | 4 | 5 | 4 |
| 4 | 4 | 4 | 5 | 5 | 2 | 4 | 4 | 3 | 1 | 5 | 4 | 5 |
| 2 | 1 | 1 | 1 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 3 |

| Question # | 1 | 2 | 3 | 4 | 5 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 5 | 3 | 5 | 3 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 |
| | 5 | 4 | 4 | 3 | 5 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 3 |
| | 3 | 5 | 4 | 1 | 5 | 2 | 3 | 3 | 5 | 1 | 3 | 5 | 4 |
| | 5 | 4 | 4 | 5 | 5 | 3 | 4 | 5 | 4 | 3 | 4 | 4 | 4 |
| | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 1 | 5 | 2 | 4 | 1 | 4 |
| | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 |
| | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| | 5 | 4 | 4 | 3 | 5 | 2 | 5 | 5 | 4 | 5 | 5 | 5 | 5 |
| | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 |
| | 3 | 5 | 3 | 4 | 5 | 3 | 5 | 5 | 4 | 4 | 3 | 3 | 4 |
| | 5 | 3 | 4 | 5 | 3 | 2 | 4 | 5 | 5 | 3 | 4 | 5 | 3 |
| | 5 | 4 | 5 | 5 | 3 | 5 | 5 | 1 | 3 | 5 | 4 | 4 | 4 |
| | 3 | 5 | 4 | 5 | 5 | 4 | 5 | 3 | 5 | 4 | 1 | 1 | 4 |
| | 4 | 5 | 5 | 5 | 3 | 4 | 3 | 5 | 5 | 1 | 4 | 4 | 4 |
| | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 3 | 4 | 4 | 5 | 4 |
| | 5 | 4 | 5 | 3 | 5 | 4 | 5 | 3 | 5 | 4 | 4 | 4 | 3 |
| | 2 | 4 | 3 | 5 | 5 | 5 | 3 | 5 | 5 | 4 | 4 | 3 | 3 |
| | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 3 | 3 | 4 | 5 |
| | 5 | 4 | 5 | 3 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 2 | 2 |
| | 2 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 |
| | 5 | 4 | 5 | 3 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 |
| | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 3 | 4 | 3 | 4 |
| | 5 | 3 | 4 | 3 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 5 |
| | 3 | 4 | 3 | 2 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 |
| | 3 | 5 | 3 | 3 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |
| | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |
| | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 4 |
| | 5 | 4 | 3 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |
| | 5 | 3 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |
| | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |
| | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |
| | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |
| | 5 | 5 | 5

Appendix D

## List of Children Interviewed

Kindergarten:

Roberto
Isabel
Alex
Sylvia
Kristi
Jenny
Freddy
Mario
Mary Jane

Third Grade:

Connie ( Texas )
Tony ( Texas )
Raymond ( Texas )
David ( Texas )
Julie ( Texas )
Imelda ( Texas )
David ( Florida )
Letitia ( Texas )
Samuel ( Texas )
Stevie ( ? )
Marcella ( Texas )
Manuel ( Texas )
Antonia ( Chicago )
Roberto ( Texas )

Fourth Grade:

Jesus ( Texas )
Romulo ( Texas )
Mansol ( Florida )
Irma ( Texas )
Sotero ( Texas )
Jose ( Texas )
David ( Texas )
Martha ( Texas )
Juan ( Florida )

Fifth and Sixth Grades:

Mary Lou ( Chicago)
Joe ( Texas )
Corina ( Texas )
Jessie ( Texas )
Silvestre ( Texas )
Ramiro ( Texas )
Martina ( Florida )
Bertha ( Texas )
Saul ( Texas )
Delia ( Florida )
Norma ( Florida )
Ramiro ( Texas )
Rosie ( Florida )

Seventh and Eight Grades:

Alicia ( Texas )
Norma ( Texas )
Santona ( Chicago )
Oralia ( Texas )
Domingo ( Texas )
Sonia ( Texas )
Frank ( Wash. )

## Students Interviewed

| Home School | First Name | Last Initial | Grade | Tape | Side |
|---|---|---|---|---|---|
| Chicago | Mary Lou | | 5 | 1 | 2 |

She didn't like to be interviewed.— She read well in both languages, and thought it would be good if all teachers were capable of speaking both Spanish and English. Her family is making an effort to settle permanently in Chicago.

| | | | | | |
|---|---|---|---|---|---|
| Texas | Joe | | 5 | 1 | 2 |

He felt he was putting in a long day at the Leipsic school. Some of his teachers in Texas spoke Spanish, which was the same as here. He thought it would be a good idea to be fluent in both languages, and he wants to become a policeman.

| | | | | | |
|---|---|---|---|---|---|
| Texas | Corina | | 5 | 2 | 1&2 |

She wanted the English pronunciation of her name. She thought she was a good student; she didn't fight, and liked field trips. She thought spelling and reading were the most important subjects; wants to graduate from high school and become a airline hostess. She seemed to be a happy girl, and thought it was important to learn both Spanish and English, because each language backs up the other. She liked school in Texas, but didn't have Spanish classes.

Texas Jesie 5 2 2

He wants to become a lawyer. Said the school in Leipsic was very bad, and that his school in Texas was better. He said his school in Texas was more organized. When asked how he would make the school in Leipsic better, he was prompted to say use better books, make better playgrounds, and hire better teachers. He didn't want to learn more Spanish, because it would hinder his English. It was OK to both languages, but English was the most important. In Texas, his teachers wanted him to speak only English; his Spanish class here was OK, but he couldn't read in Spanish very well. His parents speak Spanish, and he is teaching them English. He would do somethingelse besides look at maps of South America in Spanish class, and take math a little slower. His family spends a good deal of the year in Leipsic;he likes the snow; he was interested in being interviewed.

Texas Silvestre 5 2 2

He preferred the English Pronunciation of his name. He likes all of his subjects, but doesn't have Spanish classes in Texas. Only one teacher in Texas could speak Spanish. He talked better in Spanish, and felt it was important to learn both languages. He thought he was a good student; he learnt more in Leipsic and did more things. He wants to become an astronaut, and go on to college to learn about rockets. He likes school in Leipsic better, because he can speak Spanish here; however, he was on patrol in Texas, which he liked. Could read a little Spanish, and wants to go to Mexico where he can

speak Spanish, however, he needed English because of wanting to become an astronaut. He felt he was important, but didn't know why. Spelling and Math are his favorite subjects; he is so-so happy in school. His parents think it is important for him to stay in school.

Texas Alicia 5 1 2

She wants to become a nurse. She likes school in Leipsic, because there isn't so much work here. In Texas, she only has one teacher, and is allowed to speak Spanish sometimes. Alicia is a good student, who behaves well. The school in Leipsic is longer than the one in Texas, and she admitted to liking the Spanish language better. Her father speaks very little English, and wants her to quit school and go to work, but her mother wants her to stay in school. She says it isn't hard to switch back and forth from one language to the other. Math is better here, because the teacher tells them how to do it; English goes step by step; Spanish is here but not in Texas. Her father got into trouble while attending school in Texas, and wasn't allowed to return.

Texas Connie 3 1 1

She was not at all talkative, but said she was very happy in school. The school in Texas was different from the one in Leipsic; didn't go out to play in Texas and the books were easier in Leipsic. The teachers didn't speak Spanish in Texas; they didn't have Spanish classes, or music. She likes to speak Spanish best, but read in

both languages. School is important, and she chose going to school over staying home.

Texas Norma 7 1 1

Likes school better here, because she is learning different ways to do math, also the food is better here. She thought both Spanish and English were necessary, but felt English was the most important. Also, she liked English better, because you learn more things in English. School is important; parents think the same; her brother is attending high school in Texas. She didn't know how long she attended school in one year, and doesn't have Spanish classes in Texas.

Texas Tony 3 2 1

He liked school, because he likes to eat. Needs some help with his work, and stays in two rooms at his school in Texas. He speaks some Spanish; doesn't want to graduate from high school; would rather stay home and eat. He likes field trips, but doesn't like to work, however, later he said school was important because you have to learn. He felt it was important to know both Spanish and English, and can read in both languages. He could speak both languages, and his parents think he should attend school until the eleventh grade.

Texas Ramiro 5 2 1

Says he can do his school work all the time, and likes his

friends in Texas. He attends Spanish class here, but not in Texas. He can't read in Spanish; English is easier for him. Both of his parents speak Spanish and English. His kindergarten teacher spoke in Spanish. He wants to become a football player and attend college. He said he was happy while in school, and felt alittle important. He was reluctant to say yes, when asked if his teacher was doing a good job, but felt most of his fellow students got along well in school.

Texas Raymundo 3 5 1

He want the English pronunciation of his name, and likes writing in school. Children have trouble in school, because they don't know the English words; he felt he was good because he never misses a day. He likes the school in Leipsic, because they play outdoors, exercise, and attend Spanish class; there is no Spanish class in Texas, everything is in English. He likes English and doesn't like to speak in Spanish because the teacher wouldn't understand him. It would be OK to have bilingual teachers; he has attended the Leipsic school since Kindergarten. He doesn't think he needs Spanish in the Texas school, because the teacher wouldn't understand. He was verbal and could express himself pretty well.

Texas David 3 5 1

He likes to play outside. He could read well in English, but not in Spanish and went on to say he didn't like to read in Spanish. He doesn't like Spanish class here, and doesn't have it in Texas.

Later he said it would be good if the teachers could speak both languages, and that it would be a good idea to have Spanish classes in Texas, so all the kids could learn to speak Spanish.

Texas Julie 3 5 1&2

Pronounces the J in Julie. She likes reading in Texas and enjoys going shopping; she doesn't read in Spanish or have Spanish class in Texas, nor does her teachers speak Spanish. Her parents know little English, but her older brothers and sisters help her to learn English. She likes school, but thinks math should go a little slower. She felt Spanish should be taught in Texas, so she could learn to write in Spanish, possibly she will need to in the higher grades. Her parents went to school, but didn' learn English. She likes school in Texas because they get ice cream there. She would like to work in a store, and was prompted to say she wanted to attend school till the twelth grade.

Texas Jesus 4 5 2

He likes to speak English better than Spanish. His teacher in Texas spoke both Spanishand English. He speaks English at home; his parents know little English, but his brothers and sisters speak both languages.. There is a Spanish class here, but not in Texas. Note: he repeats the key word of my sentences in English under his breath. He can't read in Spanish, but he can in English. When he doesn't get his work done in Texas, he has to stay after school to finish it and he doesn't like that. Apparently he has some trou-

ble with his school work. Math should go slower, and the children should be permitted to read longer in Spanish class. He get thich books in the library, but he can't take them home. "They won't let us." He likes coming to Leipsic everyday, but somedays he misses in Texas because he has to work. He wants to be a gasman, who sells gas. His father works on cars and trucks that are broken down, so he gets experience by helping. Kitty commented on the large amount of fish that he caught when they went fishing. Jessie says he would repair the broken items in the school and buy some new books to make it a better school. This is his first time here in Leipsic, and he doesn't like Spanish class because he can't read in Spanish; however, he responded readily when asked questions in Spanish, and thinks it would be a good idea to have Spanish classes in Texas.

Texas Imelda 3 6 1

She liked both schools about the same. She could read farely well in English, but very little in Spanish. English is easier for her to read and write; she likes math especially multiplication tables. There is no Spanish classes in Texas, but there are here. Also, there are no music or gym classes in Texas; she mentioned staying in her room all day. She would like to become a teacher, but only wants to attend the tenth grade. Feels important here, because she has alot of fun. She doesn't feel as important in Texas. When asked if it would be a good idea for the teachers to be bilingual, she hestiated then said yes. The children do not have trouble with English according to Imeldo; she likes Leipsic because she can ride the bus; her parents speak both languages.

Florida David 3 6 1

He didn't like school in Florida, and there were no teachers in Florida who spoke Spanish. He was very bored with the interview, and nodded his head most of the time. When if he could count in Spanish, he counted up to twenty-one; when asked to count in English, he counted up to ten. He said he liked everything about the school in Leipsic.

Texas Romulo 4 6 1&2

His school in Texas is OK. He likes it better here, because he can woek here. His favorite subject is Spanish; his parents speak only Spanish, but he is helping them to learn English. It was difficult for him to express himself; he doesn't think he will be back next year; they will probably stay in Texas. He said he helps his father work on the trucks, which he likes. He has also been to California, where the teachers spoke Spanish, but he only attended for two days. Apparently he was visiting friends and went to school with them. There is a sister who works in a store, another sister attending school in New Mexico, and a brother who works, but has a broken hand at the present. He said he felt important, but didn't know why; he is happy in school at Leipsic, but only OK at the school in Texas, because he has nothing to play with in Texas.

Florida Marisol 4 6 2

She likes the Spanish pronunciation of her name, but when asked to say her name, she used the English version. She attends school in Orlando, Florida and will be returning in October. She likes both languages, and likes to learn to read in both languages. They have Spanish classes in Florida as here, and they are allowed to take books home to read in Florida, but not here. When asked the question how she would make the school better in Leipsic, she said she would let the children take books home. She wants to go to college and become an elementary teacher who is bilingual, so she can help the children in Florida with their Spanish and English. She likes school.

Texas Irma 4 6 2

She was expressable and gave a long interview. She preferred the English pronunciation of her name, and likes to read in English best. The school in Texas is OK, but the teachers are mean, and won't let the children have recess. There are no Spanish classes in Texas, or art classes. She likes the freedom of the Leipsic school and feels that she is learning more here. It is important for her to know Spanish, because some of her relatives do not speak English. Also she and her friend helped her teacher to say words in Spanish so the teacher could talk to the children who do not understand English. She thinks math is hard; enjoys field trips and writes about them. She would like to become a nurse(Graduate from high school and go on to nurses training), but on her survey

she checked the fifth grade. Her mother and father want her to attend school.

Texas Letitia 3 8 1

She was not at all expressive, but I think she understood what I was saying to her. She attends school in Texas, but does not have Spanish classes there. She likes to speak English best, but also felt she should know Spanish. Her teacher in Texas spoke only English, but Letitia thought she should have been able to speak Spanish also. She likes writing; could not read in Spanish, but she could in English. To make the school better in Texas, she would have field trips.

Texas Sotero 4 8 1

He ~~said~~ said his favorite subject is reading; he likes Spanish class here, but does not have it in the Texas school; however, some of his teachers spoke Spanish. School comes ~~farely~~ fairly easy for him, and he enjoys seeing Spanish movies. He wants to work in the orange groves, which he has all ready done, and he wants to remain in school until the eighth grade. His parents encourage him to get good grades, and he feels important when he scores A's. They will be returning to Texas in December. The next day I saw him in Spanish class and he wanted to know my name, so I tried to get him to ask me the question in Spanish; he did and I answered him in Spanish. At that point he seemed more eager to communicate with me.

Florida Martina 5 8 1

She had Spanish class in Tampa, Florida, but when I asked her to read in Spanish she said didn't read well. She thought it was important to know Spanish, because she had gone to Mexico for two years and studied there, but she didn't know why she should know it or use it here or in Florida. They have no art classes in Florida, and she doesn't think they need Spanish classes either.

Texas & Michigan Jose 4 7 2 ~~Note~~ ~~Tape~~

Note: (Kittye a student teacher told me that Jose was very verbal about his dislike of the English language and antagonistic towards school.) He said the school program here was fine, but he liked his school in Texas better. When asked about the reasons, he said "I don't know." He went on to say that he liked to speak Spanish, but not English; however, he didn't wan his teachers to speak Spanish. Prompted to say that it was good to know English, because the teachers spoke English, but this contradicted what he had said previously, since he said he didn't wnat to learn English. He said his teachers were mean, which is the same thing that other children said. He didn't like the school here and thought it was very bad, but he liked the school in Texas and thought it was very good. He wuld rather be at home riding his sister's bike than in school. He is happy in Texas, OK in Michigan, and sad in Leipsic. His teachers in Leipsic thought he was bad, but he wants to stay in school until the eleventh grade and become a trucker.

He admitted he would have to know English to be a trucker, and sdmitted he was having a rough time in school and that was the reason why he didn't like school, but he didn't know how to make the program better, and said he would break down the school. He didn't think better English teachers would help, but did think the teachers should be fluent in both languages. He said his teachers didn't know him, and it would not help if they, because he did not like them; he feels that the teachers want to give him a rough time. Even if some teachers did want to help him, he wouldn't learn; he doesn't want to learn. He said he knew how to drive and he would become a better driver because he would drive his father's truck. When told that Dr. Anderson and Barb Shearer wanted to learn to speak Spanish, he said then go to Spanish class. Here they pointed out to him that if he wanted to learn he also would have to go to class. He likes teachers that do not speak Spanish, so he can talk to them and they do not know what he is saying. When Dr. Anderson said he had gone to Mexico, Jose replied, "Why didn't you learn Spanish there?" When Barb said she was just learning to spak Spanish, he replied, "Let Anderson take you to Mexico." When they replied that her husband wauldn't let him, he said "Take both husband and wife." He was really quit with the comeback; a bright boy. They tried to impress upon him the value of knowing two languages. He seemed quite hostile through out the interview and didn't think that Anderson and Barb liked him. When Dr. Anderson said he would say hello to him tomorrow, he said that he wouldn't be at school because he didn't like school. Note: (Jose had apparently come to school this day because he thought the school was

going to the zoo, but he had missed it; they went last Friday. Kittye had a pencil and sharpener in her car and asked Dr. Anderson to give it to Jose. He was pleased and wanted to take it home, but Kittye asked him to leave it at school. He had it with him when he was ready to leave, but changed his mind and left it at school, which meant he would come back. He did return the next day and Kittye tried to give him special attention, and when I saw him in Spanish class, I talked to him in Spanish and he wanted to talk back to me. After that Kittye said he was beginning to get involved in the oral language class, and maybe for the first time he was actually enjoying English class and being at school. We noticed that after our interview, Jose had good attendance for the rest of the year and participated in the open house program. His teacher told us that she felt perhaps for the first time that he had fun in school, and was interested in learning.

Texas&Mexico Oralia 7 8 2

She liked the playground, the gym, and the way the children behaved in Texas. The are OK, but they don't let the children talk in Spanish because they can't understand them. She was an excellent reader in Spanish, and said she only spoke Spanish in Mexico, but when asked to read a difficult English sentence, she read it beautifully. When asked how she had learned to speak English so well in such a short time, she said that loved to read. When she goes to the library, she picks up both Spanish and English books. She would like to graduate from high school and go on to college, and possibly become a teacher. She likes math best and doing division now.

Texas David 4 10 1

He likes it in Texas, because he can play there. Note: (Kittye said at the time of administering the written survey that David knew very little English, but at time of this interview he was so excited about his new ability to read in English. He said it is not hard to read in English and the schoolwork was hard sometimes but not because of the English.) He enjoys movies in the Spanish class, and talks to his friends in Spanish but likes to speak English better. He said that he had Spanish class in Texas as here in Leipsic. He likes the freedom of moving around here and the baseball games. David seems to have adjusted quite well, and says he wants to be a policeman; however, he only wants to go to the sixth grade. A good student listens according to David, and reading is his favorite subject.

Texas Bertha 5 10 1

She says that she likes to speak Spanish best, and that her parents speak very little English. Her teachers in Texas speak both languages and she thinks that it would be a good idea if the teachers here did. She also said that she had Spanish classes in the Texas Migrant School, and her favorite subject was art. The math here is giving her some trouble as was pointed out in other interviews; the children don't seem to know how to do it. Bertha seems to be a bright girl, who enjoys reading library books during the free periods. She also said she would make the playground available for everyone not just Kindergarten through fourth grades.

She wants to go to college and be a spelling teacher. Every year since Kindergarten has been spent in Leipsic and they return to Texas every year. She says the girls like Spanish, but not the boys because all they do is goof off.

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|---|---|---|---|---|
| Texas | Saul | 4 | 11 | 1 |

Note: He was placed in the fourth grade but was at the second grade level. He had just started school here and said it was fine; he likes Spanish because it is easier for him to learn. He goes to school in Texas and wants to learn three languages. Some of his teachers in Texas spoke Spanish. His favorite subject is math. He wants to be soldier but it is not good to kill, and he only wants to attend school at the grammar level because high school is too hard. He likes school, but would change the architecture. He agreed that it would be a good idea if all the teachers spoke both languages for the children but not for adults because they are big and they learn better. Dr. Anderson told him that he would probably know more than he does when he gets older, but Saul said, "No! I don't have money to buy a car." "That's why I don't know anything." He said that he would be killed by a car because he doesn't know how to drive one; he insisted that he would be killed by a car. He said that father had been killed in a car about ten times; apparently he had been hurt several times. His father was a soldier, a parachutist; he was a captian. Dr. Anderson told him that he was quite a boy. He replied, "No! I'm not." When asked if he was a good student, he said yes and that his teachers thought so too. He said he likes Leipsic better than Texas, because the teach-

ers were mean in Texas; they have a paddle and they paddled him for climbing up a tree after they told him not too.

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| California, Texas, Florida, & Mexico | Samuel | 3 | 11 | 1 |

Note: ( He reverted to Spanish easily.) He goes to school and revert to Spanish when trying to express himself. He liked the California school, but said he could not speak English there. He can read a little English, and didn't know what he wanted to be when he grew up. This school here in Leipsic is good because of the books, but he doesn't learn much. When asked about playing and P.E., he switched to Spanish in the middle of a sentence.

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| Texas | Domingo | 7 | 11 | 1&2 |

This is Domingo's third year here, but he likes Texas better because he has more friends there. He has Spanish classes in Texas and he likes his Spanish teacher. He didn't know what he wanted to be, but certaintly not a lady hairdresser. He attends a Migrant School in Texas but is changing to a regular school, and he didn't like summer school. According to Domingo we didn't know the right Spanish. His favorite sport is swimming, baseball, and football. He likes to read about UFO's and knew about the Devil's Triangle in Florida and another in or around China or Japan. Before coming to Leipsic, they were in North Dakota but it flooded and they left; he didn't attend school in N. Dakota. To make the school program better, he would include swimming.

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|---|---|---|---|---|
| Texas | Martha | 4 | 10 | 1 |

She likes the English pronunciation of her name. In Texas, her teachers spoke both Spanish and English, but she prefers English. However, she doesn't have Spansih class in Texas. She thought math was hard because the teacher didn't explain it, and reading was the most important subject. She likes Spanish class here; they learn alot, and she enjoys playing outdoors.

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|---|---|---|---|---|
| Florida & Texas | Delia | 5 | 11 | 2 |

She likes Florida better because they get to play there. Sometimes they go to Texas where she attends a Migrant School; in Florida she attends a regular school. She would like to be a teacher, and she commented on the math program; they go too fast. When told that Dr. Anderson was talking to the Kindergarten children, she said would like to do the same.

| | | | | |
|---|---|---|---|---|
| Texas | Stevie | 3 | 10 | 1 |

He likes Spanish and English the same; however, his mother and father speak to him in Spanish. He says Spanish class is good, because they teach you alot, and that is why he is attending school so he can learn Spanish. He also wnats to learn more English; he could read in English, but not in Spanish. He said he liked his school in Texas better because he can play basketball, baseball, and football, but here he plays outside, makes things, and they give

him food to eat. He wants to go through the sixth grade but he didn't know about the seventh and eight grade because they spank you. He liked to talk and did a farely good job of expressing himself. The boys and girls have trouble in school because they don't know their English and Spanish according to Stevie, and it would be a good idea if all teachers could speak both languages. Stevie seems to be a good student who likes school and he doesn't like to miss; he enjoys reading.

Texas Sonja 7 10 2

She attended regular school in Texas and Gilboa, and she likes both. She commented on a teacher in Texas who hits her sister and she said she didn't like that teacher. Her mother told the teacher that it wasn't good for her to hit her daughter, because they weren't related (culture coming out.) They have Spanish class in Texas but they don't speak just write; she thinks that it is bad not to have a Spanish class where they can learn to read and write. Her mother wants her to learn things in Spanish. She wants to graduate from high school and go on to college, and possibly become a nurse because her mother wants that. Her father wnats her to finish high school so she can buy him a new truck. She seems to be alert; likes math, science, and social studies best; and has enclyclopedia at their house in Texas. It would be a good idea if the teachers could speak both languages, so they could understand the boys and girls in school. Her mother speaks

Spanish, but can read in English; however, Sonja could not read in Spanish. She says when she talks she mixes her languages. The school in Leipsic is good because they are learning new things such as the equator, earth, oceans, and the hemisphere in Spanish class.

Florida Norma 5 12 1

Norma started to Kindergarten in Florida; she likes the school there and the teachers who speak both languages; she corrected herself and said some of the teachers speak both languages. They have Spanish classes in Florida, and she speaks Spanish to her parents and friends, but speaks English to her sisters. She could read well in both languages, and teaches other children how to read in the Spanish class. Her favorite subject is math, and she wants to go to college and become a secretary.

?? Roberto 12 1

Roberto has long hsir, and he wanted to talk in Spanish. He said his parents spoke in English, but he talks to them in Spanish. He knew his teacher's name and her aid and said he would rather come to school than stay home.

?? Alex 12 1

He counted for me in English, but only after I counted for him in Spanish. He likes English but prefers to talk in Spanish. He would rather come to school than stay at home; knew his teacher's

name and said school was good.

Texas Roberto ? 7 1

He likes the Leipsic school, but he likes the one in Texas better. Likes to speak both languages equally, likes animals and wants to work on a farm. They return to Texas in October, where all the teachers speak Spanish. When asked what he would do to change the Leipsic program, I received no answer. Prompted to say that books were better in Leipsic. The time spent in school is longer in Leipsic, but he wouldn't change it. His favorite subject is math.

Washington Frank R. 7 1

This his first year in Leipsic; he ~~sied~~ said it was alright but he likes the school in Washington better, because he has more freedom. He likes to speak both languages and he feels that he has a better chance of getting a job knowing both languages. He wants to be a lawyer; his parents want him to finish highschool and go on to college. He has also attended school in Florida where he had Spanish classes; they have al so been in Indiana, Arkansas, and Texas.

Chicago Santana G. 7 1

He says the school in Leipsic is better because they take showers and get to go outdoors more frequently. He is allowed to speak Spanish in his school, but the teachers don't. He likes to speak Spanish best, but can only read well in English. He thinks

it is a good idea to speak both languages so you can communicate with people who speak only one or the other. He wants to be a racing driver in Florida, but it doesn't matter what language he speaks. They will go to Mexico next then to Chicago; he is in school from September until June in Chicago. Next year they are going to Gilboa.

Texas Marcella 3 7 2

She likes her school in Texas very much, although she doesn't have Spanish or English classes in Texas. She likes School in Leipsic because she likes to walk to school. When asked if there was any difference between the two schools, she said yes. They don't have Spanish class in Texas and she doesn't think they need to because she gets enough here. She thinks it is a good idea to know both languages because if you don't know one you will understand the other. She is permitted to speak Spanish a little in Texas, but not much; she has more freedom to speak the language here in Leipsic.

Texas Manuel 3 7 - 2

He likes school in Texas and only missed when he cut his leg. They eat breakfast in the Texas school, but can only speak Spanish at recess. He has to walk seven blocks to the Texas school, they have no Spanish classes, but a room where the children teach the teachers how to speak Spanish. He is going back to Texas in October; he thinks that they should be fluent in both languages in Texas as well as Leipsic so the teachers could understand the

boys and girls, who get their words mixed up. He thinks he should only attend school three years. When asked the question, "What kind of job could you get with only three years of education?" He replied, "Contractor, carpenter, storeman (clerk), and gasoline man. When asked what he would do between the years of nine and eighteen, he said get job washing cars.

Chicago Antonia 3 7 2

There is a difference between her school in Chicago and Leipsic; she could speak Spanish only to the other children in Chicago, in Leipsic she could speak it to both the teachers and the other boys and girls. Her father and mother understand very little English, and she thinks that every teacher in North America should know both languages, and that every school should have Spanish classes. She wants to be a nurse; "blood doesn't bother her." They are going to Chicago then to Texas. This has been her second year in the Leipsic program.

Florida Juan 4 9 1

Juan says the school in Florida has Science but no Spanish class; he also eats breakfast in his school in Florida. He said he liked English best, because he had to speak English most of the time. His parents are fluent in both languages, and he thinks it is a good idea to both languages. He wants to graduate from high school and to attend college and become a policeman, fireman, or a auto mechanic. He thinks there should be Spanish classes in

Florida too, but there wouldn't be enough Spanish teachers.

Texas Ramiro 5 12 1

He said the school in Texas is OK and so-so here because there has been alot of rain here. The teachers aren't good in Texas; they get mad all the time. Does not have Spanish classes in Texas, and he didn't think it would be a good idea to have them, He likes the teacher to speak only English. He has trouble in school because he can't read well. He worked in the field, which he didn't consider to be hard work. They were in California before coming to Leipsic, and they didn't have Spanish classes there either, nor did any of the teachers speak Spanish. A good student to him would learn how to read and do what the teacher told him.

Florida Rosie 5 12 2

She didn't think the school in Florida was good because they fight there. They have no Spanish classes, and only some of the teachers could speak Spanish; she didn't think the teachers were good either, but it wasn't because of the Spanish, because she doesn't like her Spanish class here. She prefers to speak English. She said she doesn't like to get her report card because the grades are bad, and she doesn't know what grade she will be in next year. Reading in English was her favorite subject, but she also likes math. There seems to be no intention of graduating from high school.

Appendix D

## List of Teachers Interviewed

| No. | Name | Grade or Subject Taught | Tape | Sec. |
|---|---|---|---|---|
| 1 | Silva | Spanish | 13 | 1&2 |
| 2 | Dorina | Oral Language | 13 | 2 |
| 3 | Dorthy | Reading | 9 | 1 |
| 4 | Debbie | Music | 9 | 2 |
| 5 | Salvador | 7&8th | 4 | 1 |
| 6 | Janice | 5th | 14 | 1 |
| 7 | Margie | 6th | 14 | 1&2 |
| 8 | Marcina | Kindergarten | 15 | 2 |
| 9 | Lois | Art | 15 | 1 |
| 10 | Laura | 2nd | 1 | |
| 11 | Peggy | Kindergarten | 17 | 1 |

## List of Aides Interviewed

| No. | Name | Tape | Sec. |
|---|---|---|---|
| 1 | Carol | 9 | 2 |
| 2 | Marty | 15 | 1 |
| 3 | Julie | 15 | 1 |
| 4 | Eudelia | 17 | 1 |

## Others

| | | | |
|---|---|---|---|
| Linda | Student Teacher | 14 | 2 |
| Mary | Office Worker | 17 | 2 |
| Rosendo | | 4 | 2 |

Teachers and Aides Interviewed

| First Name | Last Initial | Grade | Tape | Sec. |
|---|---|---|---|---|
| Sylvia | | Spanish | 13 | 1&2 |

According to Sylvia, everyone should be bilingual who is working in the Migrant Summer Program, because several children do not speak English. Small groups in oral language, English, and Spanish classes would be helpful also. She thinks that learning two languages at once is difficult, because of the "i"and"e" sounds. She feels that learning to read in Spanish is easier because of the phonetics. There is a polit program in Texas and many children are learning to read in Spanish first. She doesn't know if this is good; she has her doubts. She feels that some of the childrens don't care, and as a result the children don't care about learning either. Some of the children will creat something very beautiful then throw it away, because they don't think the parents care to see it. The children from Mexico seem to have the best manners, because of the strict school system there. They also attend school regularly. She said she had to spend alot of time going over and over the instructions because the children can't follow. While doing this the more advanced children become bored; she thinks it should be a non-graded system no matter what age the child is. This is being done in oral language and is working out quite well. Also there should be a way for the same teach-

ers to work in the fall as well as the summer; some quit in the middle of the program and take a vacation which creates a problem for the children, because they have to adjust to another teacher for a short period time than adjust back to the old teacher when she returns. When asked if she intended to come back next year, she said yes. However, she doesn't know if there will Spanish classes. She said that's what Mr. Dean told her. She felt this would destroy the whole program, because the really felt close when they could come to someone and talk in their own language. The teachers need to understand and need a different attitude toward the children. The children love to say bad to the teacher in Spanish because the teacher can't understand; if the teacher could understand they would have more respect for her and not say bad words to her. They need to have a passing understanding of the language. She can speak English very well, but she still feels more comfortable speaking her native tongue; it's her identity. She doesn't like for the teachers to change the childrens names either, because there are so many things in a name: family background, love, identity, affection, ect. The children are really confused. One mother at open house said she didn't want her children to speak Spanish, because they feel ashamed of their hertiage. Silva tried to explain the importance of two languages. Note: some of the aides always speak English but are of Mexican - American background. She didn't know if the other teachers were satisfied with the bilingual program, but she didn't think there were many. She felt most of the children are enjoying school,

but at the same time it is summer and they shun responsibility.

| | | | |
|---|---|---|---|
| Silva | Spanish | 13 | 1&2 |
| Dorina | Oral Language | 13 | 2 |

Dorina said that the teachers can't give a command or request in Spanish, they have to jerk on the children physically to get their attention. There are certainly displine problems. Most of the complaints from us Mexican-American teachers are about this and the negative physical contact. She feels that these children have already ezperienced enough negativeism. Silva said one teacher told them that she would punish the children for speaking Spanish, because she couldn't understand what they were saying. So the children are punished for her ignorance, and what is going to happen to the first graders who know very little English. What is their attitude going to be? Some have stron personalities, but some are shy and insecure and will only become confused. Dorina says that the children speak Spanish to each other about things that usually have nothing to do with the teacher, but she doesn't understand so she punishes them. She feels that one feels more comfortable speaking his own tonuge. When asked if any of these problems are brought out in the Bowling Green workshop, she said No the children are discussed indirectly, but everything concerning the child/ren - teacher relationship is not discussed. She feels that the teachers should be exposed to every aspect in the workshop; everything that could possibly happen in the classroom. They have approximated that ~~50%~~ many of the adies and

50% of the teachers have never worked in a Migrant Program before. Too many aides have no college experience and are not bilingual, and some have such negative attitudes. Silva says that she does not think that the aides care very much; some were very discourteous and uninterested in the in-service meeting for scout camp. Dorina adds that favoritism was shown here; the president of the board's duaghter was hired, which is against the law in Texas. Silva feels that Steve is doing a good job, but they need a bilingual administrator. Now they want to hire an administrator to be both director and a teacher which is too much, and its reading that they want him to teach and that takes preparation.

Dorthy Reading 9 1

She said she could see quite an improvment in most of the children. They give a CRI test to the second grade on up, and she has her own test for the first grade. Most in the first know very little and only a few words and sounds such as G,J,B,Ch,Sh give them problems. She felt that the biggest problem was that they are here for such a short time. Working in small groups has been very helpful, because they can get some individual help. Her aide attended a workshop at Bowling Green and all they did was make games, however, she felt her aide was very helpful. Last year she had a bilingual aid which made it much easier, because the children lapse back into Spanish so often, and there are some who speak only Spanish. She would not use the

block scheduling; she would prefer a work out with each age level. She thinks that the special classes that have done the most in regular school are the learning disability and EMR. She thinks that pre-instruction on the Migrant School is a good experience for the student teachers, and in turn they add to the effectiveness of the program.

Carol Aide 9 2

She hopes that the children are getting something out of the program. She wishes that they could get all of the children in the reading program; because of overcrowding, they work with the teachers. She feels bad that she can't speak more Spanish and can't communicate with them. She has to make them say it over in English, and this makes them think their native language is inferior to English. However, if she doesn't discourage them from speaking Spanish maybe it will help, but in order to understand them she has to keep going back to English.

Debbie Music 9 2

Debbie feels in order to teach you must be able to communicate. It is difficult to work with kids who speak another language. She is going to work in the fall program, but thinks that their language and culture are very important things. She didn't know what to expect, because no one explained the program to her.

She definitely feels that there should be a bilingual - bicultural training program, because there are certain things that they don't like to do and she doesn't want to force them; they have had enough forcing. For example, they don't like slow, sad songs, nor do the boys dance with the girls; they look down on the girls. Now she has to have the songs translated, and if she doesn't like them, she won't teach them to the children. It is hard to plan lessons, because often there times when they just don't go over. She says that it is hard to get the childrens attention all at once; she has to clap her hands or shout. She then went on to explain that she was hired for the fall program not for the Migrant Program. Another teacher explained their culture, but she didn't know how much it really affected their learning ability. Also she was asked to come late and couldn't have the opportunity to get up to the workshop in Bowling Green. She said that she was a good one to be teaching Spanish music; she doesn't even know Spanish. She says things wrong and the children laugh at her. She would use music in oral language, which would help develope their English vocabulary, but this didn't dawn on her until the end of the program. She fells that there should have been a program or someone who could have suggested some of these things before she started.

**Marcina** Kindergarten 15 2

She was an excellent person to interview, because of her

bilingual - bicutural training. We asked her what kind of bilingual training she had. She said she was a certified Spanish teacher, and had the ability to communicate with the children. Also, she was in Spain for a year. When asked what she felt she had contributed to the program, she said that being able to communicate with them was the most important thing. She didn't know how many concepts were getting across, but learning how to get along and respect each others things or property and learning the ability to work together was coming through. She tries to work alot with oral language, by using the bilingual approach. In her class, she uses both languages. We then asked her why some of her students were missing school. She replied that some of the little five year olds stayed home and babysat for their younger brothers and sisters, which suggests that they take on responsibility at a very early age. She feels that it is a must for the teachers in this kind of a program to be bilingusl if they expect to succeed. She got her degree from Ohio University in secondary education; she has no elementary certification or kindergarten certification, but got into the program through Mr. A., who is the director of the oral language development segment of the Migrant School Program. Then we asked her what she saw for herself and what her plans were for the future. She would like to get into the bilingual program with full force. She has written to schools in Texas to see if they could use her skills. She doesn't want to just teach high school Spanish, but would like to be a bilingual consultant. Then she stressed that the teachers should also be

bicultural not only bilingual. She took courses in Latin American culture; they have such a beautiful culture. They take life as it comes and never worry about things. If they get mad, they fight it out and forget it out then forget about it. When asked what inspired her to go into the direction of Spanish and study the culture, she said that she was fascinated with the language, so she went to Spain and taught English for four months. She loved everything about the Spanish, the food, music, and their easy approach to life. Her minor is in Political Science, therefore, she is interested in any minority group.

Rosendo — Summer Recruitment Consultant — 4 — 2

He feels that the same things that were happening to him thirty five years ago are still going on today. However, his family was fortunate, because World War II came along and provided work for his family. In school, he couldn't remember ever speaking Spanish, and his brothers and sisters didn't speak to their parents, because they spoke Spanish and the children spoke English. They were identified as being poor besides being Mexican, and he felt the schools did a poor job. The whole situation screwed up the family structure. It wasn't until the last ten years that he got to know his father and what he did for the Mexicans who moved into the area. He said that he blamed his parents for being poor; he also identified the rea-

son why they were poor was because they spoke Spanish, and all the other people who spoke Spanish were labeled poor too. His brother was a good athlete and he tried hard, but nobody cared so he quite trying; he was not going to be included no matter how hard he tried. Rosendo feels that this discrimination is still affecting him. There is a voluntary program in the Harlengeu School District in Texas where the teachers go through some of the same things that the children have to and as result they become more sensitive to the needs of the children. Career advisors and teachers advised them against certain courses and giving scholarship tests, but these things are still going on even in the bilingual programs. There are certain attitudes and concepts that are portrayed in jobs just as there are for the blacks. He doesn't think bilingual programs are enough; it has to go deeper than that (bicutural). He gave an example of a book showing a bad Spanish boy becoming a better person as he learnt English and the anglo culture. He said this was being used in the bilingual program. He said NO one has the right to replace the native tongue with another, by doing so you are retarding the development of the child and keeping him from expressing his ideas. It should be a personal choice not mandatory. We need the teacher renewal programs to try to erase these long held ideas. Many Puerto Rican, Mexican-American, and Anglo teachers think that as long as you have English you can make it. Children are often caught between two cultures and it is confusing; they are suffering because of it.

Resendo is a professor of ethnic sutdies at Bowling Green University who was the summer recruitment consultant for the Migrant School Programs.

Sal Grade 7 & 8 4 1

His students are telling him that they aren't allowed to speak Spanish in their classrooms in Texas and Florida. He said that he told the children to talk to school board, because these teachers are breaking law; it is a Mexican - American school and it is the Anglo teachers who are telling them this. In his own family, his son doesn't want to speak Spanish only English. When Sal was in school, he had to stay after school for speaking Spanish during school hours, and today his students are telling him that they have to write fifty or one hundred sentences for speaking Spanish. The sentences say " I will not speak Spanish in the classroom." In his area, bilingual programs are very strong and the high school classes have Spanish as well as the lower grades. The anglo teachers were more or less told to learn Spanish; they are doing it, but they don't like it. Dr. Anderson pointed out that the teachers may have to obey the state law, but their attitude is coming across that the idea that speaking Spanish is not good. Sal said that the first thing that he tells his students is that they can speak Spanish in the classroom if they wish, but he emphasizes English because he knows that they will not practice their English outside of the classroom. And it is still a anglo society.

According to Sal, most of the children only use English in the classroom because at home they use Spanish. Dr. Anderson emphasized that it is alright to emphasize English, but at the same time it isn't necessary to make children feel bad that they speak Spanish. Sal said his parents never used the word discriminate in his presence and it is very hard for him to dislike someone. He said that he talks with his students about why they are Mexican - American, because he didn't find out why he was Mexican - American until college. There are many Mexican - Americans who regret their heritage.

Jan Grade 5 14 1

She said that the Mexican - American don't complain as much as the Anglo children do; a definite distinction can be made between the two cultures. When about the hiring, she said that her pet peeve was the hiring of non certified elementary teachers and she was disgusted with the situation. Their diagnosis is not always correct and the children are suffering as a result, also some of the student teachers are working with these teachers and they can't be learning much. The program is flexible, which she feels is good. The children get alot of field trips and experiences that they wouldn't get otherwise. However, she felt that they should have in-service meetings for teachers on oral language, because there has been so much static on oral language. Her students range from pre-primer to the seventh grade reading level. She even has a girl who speaks

very little English. The children don't like Spanish; they complain about it. She also noted that some may not be able to read Spanish, but they think it is babyish to go back to the beginning. They are very conscious in groups; they like to move up and accomplish more. Several children are aware fo their lifestyle, and try very hard to catch up. She just graduated from college and felt that she was better prepared than some of the teachers, also she had excellent student training background. However, she felt that she could have done a better job if she had been hired at the beginning of the program instead of in the middle and taking the children from someonelse. The grading system should be a totally non-graded system, because the Mexican - American are trying to adjust and live the way the Anglo children live. She thinks that a bilingual program would be good and all teachers in the Migrant School Program should be required to take Spanish for at least a yeer. She has had one year of Spanish and plans to go back to Ohio State University and catch up on more of the subject. However, she doesn't know much about the culture, but she is from Leipsic and is familiar with their lifestyles. If there were some courses offered on the bicultural-ethnic studies, she would be interested in taking them, but there are very few places where they are offered. She is surprised that Findlay doesn't offer a workshop in ethnic studies since they are the University situated right in the North-West Ohio area where these people are migrating. The workshop in Bowling Green was O.K., but they spent alot of time on things such the

Arkansas Memory Bank which was unnecessary. She was looking forward to getting information on what to expect in a Migrant School, but it wasn't there and she felt she was totally lacking in this relationship between teacher and child. Also, we should be able to get better supplies; there seems to be funds for other things. Also, there is need for a Science room for the older kids. Another point made by Jan was that the books and materials should be more up to date; some of the books leave something to be desired. She felt that communication on the whole was about half; she is a new teacher and the old teachers don't communicate to a new teacher right way. The situation is kind of "~~clickish~~ cliqueish." It seems that new teachers stick together and the old ones stick together. She was confused about what placement they were using for the children. She understood it was by age, but when she tried to move a couple of students, she was refused. Her classroom was a mental mess; the permanent Mexican-American as well as the white people discriminate against the Migrants. She feels that the people don't realize the interdependence of the Leipsic economy upon the Migrant workers. Her own family looked down on her because she was working in the Migrant School Program.

**Margie** **Grade 6** **14** **1 & 2**

She feels that the block scheduling has made the program better this year, but she doesn't think that the hiring practices

are fair. There is a Level I and Level II for teachers; the new teachers are placed in Level I and the older teachers are placed in Level II, which she feels is unfair. She has never received any explanation as to how this Level I and Level II are based and how teachers are placed in these levels. It seems that the Leipsic regular teachers get priority over the other teachers as far as the Level I and Level II groups are concerned. She feels that the teachers who teach in the summer program should receive priority for the fall program, but they don't. Also, she feels that the teachers should continue on into the fall program with the same age groups that they worked with in the summer. If another teacher wants your grade level, you can lose it now, She feels that there is a great deal of effort to get migrant children into school in order to get funds, but the actual fall program is sadly lacking. As of now, the Migrant children have to wait and eat after all the other children, which she feels in a mistake. Also, the Migrant Program is kept from the new building and the good facilities, but there is no way it can be helped because there are no rooms. Spanish is good because they do speak Spanish and the rest of their classes are mostly composed of the English language. As far as being bilingual, we are trying to teach them to live in an Anglo society, because it's easier to communicate in English and there are no workshops to prepare you. She wishes that there would have been an oral language program for her children; some are mostly Spanish speaking and she doesn't have time to translate everything to them; they

really needed this special class. She doesn't feel that there is discrimination against the Mexican - American teacher, but it is difficult for them to find a place to live. The Migrant children are terribly prejudiced against "niggers" and refer to black people by this name. She has been working on this prejudice feeling that the children have while teaching them. She feels that it would be a good idea to have a bilingual - bicultural program and a workshop to prepare teachers for the Migrant School Program, but it would be difficult to find time to attend. She thinks that a majority of the teachers are concerned, but some classes don't get much work done. The special classes help the children the most and are the ones that the chlidren enjoy the most. She said that a big part of her job is to help the children to catch up with their grade level. Another point that she mentioned was about the freedom that the children have and the non-existance of pressure.

Linda Student Teacher Non Tape

She mentioned that there was problem with the aides. According to Linda an aide will be available for a few minutes then she will be taken away. The aides are switched around which makes it difficult to make plans. She feels that the kids are the best part of the program; they are good and come to school even when it is hot.

Marty Aide 15 1

Marty is age twenty-one and going to beauty school. Her father is president of the school board and helped her to get a job. She said that the kids pull her hair. When asked if they do it lovingly, she replied, "it's O.K. to a certain extent. Dr. Anderson asked her why she was cynical? What would make her a better aide? She said that you would have to like children, and it would help if she could understand their language. She asid that she took Spanish in high school. When asked if it bothered her that more Mexican - Americans were settling in Leipsic, she said no because it doesn't effect the regular school, at least it didn't when she was in school. She said that she was not prejudiced like older people in this town; they don't like "Spanish" coming into this aera. When she was in school alot of kids had to be in by a certain time, because they were warned that they would get killed or picked up by the migrants. She said that didn't believe this ever happened; the Spanish would fight among themselves but not with whites. All that she does this summer is give reading tests to the fifth and sixth graders and help them with their English. She likes this. Before she had worked in factory in Sylvania and Ottawa which she didn't like. She didn't think that she could handle four years of school to become a teacher, but both of her sisters and brothers were teachers. She only guessed that the program was a good one.

Lois Art 15 1

The summer art program is a relaxed atmosphere compared to the regular school program. The kids like this because there is no pressure put upon them, and they seem to be satisfied with this kind of approach. There is a big difference between the Chicanos and the whites. The Chicanos seem to more energetic physically, and more nosy, not derogative, but inquisitive. It is hard to deal with but great.

—

Julie Aide 15 1

She is eighteen years old and a L eipsic graduate. Her sister was in the program and she really liked for a summer job. She nneded money to go to school so she applied. It would have helped if she had known about art; she had to learn from the kids, whom she became very fond of; they are very special to her. She said that there are alot of people who do not like the Mexican - American influx, but they aren't doing anything about it, or trying to get them to leave. Her dad is a farmer, and migrants come to their camp every year; she didn't think that her father would get upset if she dated a Chicano.

Laura Grade 2 16 1

This is her first year and she seemed very enthused. She asked to go to the zoo, but her second graders were bored in an hour; they had seen it last year. They went on another field trip to a horse farm and the children loved it. The first and second graders went to a livestock auction; it was good for a short time but within an hour the children were bored and ready to go home. She says that the children need to read and have math, but the teachers aren't getting down to their level. Yet miracles are being worked; non readers are reading. She thinks that the oral language program is tremendous; she is going to use it in her fourth grade regular school class to correct mistakes. This seems to work where nothing before did. The students are advancing which signifies that the system is working. One parent made the remark that her boy is using more English at home now. He didn't pass last year because he spoke Spanish. She thinks that they are benefiting from Spanish class, because they are learning to speak correctly. She doesn't think that learning two languages is difficult except for the "i" and the "e" sounds. In her class, she says what she wants in both languages. She had asked for an aide fromthe Youth Corp. who could speak Spanish, but found that she had lost her Spanish; she couldn't speak the language. This same thing happens to the children who settle in this area; they loose their native tongue. She would like to have bilingual training; she felt that the oral language training in the workshop was very helpful. She says that oral language is a fun subject to teach. There are some communication problems, because the children think in Span-

ish; she has to do more touching where normally a clap or raise of the hand would get their attention. Also some of the children misunderstand directions, which is something that could be covered in a workshop. She said that the labor statistics were good. In a small community like Leipsic there is alot of static about how much the Migrant families make for a yearly income, which is approximately $3,000. This is a discrimination problem, and in any town that has a summer influx the prices will be higher. Unfortunately these people can't afford it, nor can we who live here permanently. Many of the town people don't accept the migrant workers as a person; they don't want them to use the swimming pools. The families who have settled here also have to live down the trouble that a few Chicanos ~~have~~ caused in the past; the settled people (migrants) are still considered Migrants. She feels that most of the teachers are geniunely interested in the children and are very dedicated to the program. She feels that communication in the school is open; if it is not it is the teachers fault. All the aides seem to be working well. The one she has had a bad evaluation from last year, but she has found her to be very helpful and certainly not lazy as the report stated. She thinks that there should be more bilingual teachers and bilingual aides. She wouldn't want to put herself out of the program, but bilingual people could do a better job with the children, especially the ones who speak very little English. She says that her kids are picking English up very quickly, because they go to oral

language for two sessions a day.

Peggy Kindergarten 17 1

Peggy says that the program is good, but the children are behind in school according to their age. She does not have her kindergarten certification and has never taught kindergarten before. With first and second graders, you can tell them to do something and they do it, but this is not so with kindergarten children; it goes in one ear and out the other. Also, some of the boys are constantly getting into fights, and this upsets alot of her plans. She has a minor in Spanish, but she does not feel that she can communicate well with the children. It was hard to understand what they were saying. However, she used Spanish when she felt that she wasn't getting through in English. She feels that it is a good idea for students to study abroad, so that they can get used to the way Spanish is spoken by the people. They can also become more fluent. She is glad that she was raised on a farm with migrant workers, because she understands why they do certain things. She felt that she was more prepared for this program than most other staff members. One of the workshops at Bowling Green University was very good, because the teachers were to try and imagine themselves as students in oral language class. Children are left alone alot at this time of year, because their parents are working very hard in the fields. But she feels that the

children are pertty well adjusted. There are more televisions now for them to watch. Most of the kids understand English, even though they don't speak it very well; they converse to their friends in Spanish. She feels that her Spanish is slipping, because there is no one to talk with. While working in a day nursery at Bowling Green University two years ago, she roomed with two Chicano girls, which was a very good experience. She even got to ride home in vans with the children and see their homes. When asked about prejudice, she said that there is too much; aprents in the area are passing their feelings on to their children regarding the migrants. Also, Mexican - Americans are stereotyped as dummies. Someone who can speak two languages is no dummy. Once you have studied another language, you really respect a bilingual person.

Eudelia Aide 17 1

She has worked as an aide here and in Texas for five years. She doesn't think that very much is being accomplished in the program because of the language barrier. She is presently working with two children who speak only Spanish, and they are coming along very slow. It will be impossible for them to progress under a English teacher, because they won't get the help that they need. These children will start in a bilingual program back in Texas, but here they are liable to become afraid and

inhibited before ever getting into a bilingual program. In the bilingual programs, even the Anglos are started with Spanish as a second language and will continue with it until the seventh or eighth grade; in high school they can change to a different language if they want. English dominant speaking children receive their instructions in English, and Spanish is handled as a second language. Spanish dominant speaking children receive their instructions in Spanish and English is handled as a second language. She feels that it is a worthwhile progran and the children achieve under it. Her feeling is that the migrant children go to school year round and they just get tired of school. Sure they are behind, but they should have more recreation and field trips when they come to Leipsic and enroll in the summer program. Their migrant school starts in the first week of October and ends in the last week of May. If they aren't there when school opens, it is assumed that they are attending school where ever they are. For most of the migrant kids, there is no time for recreation at night when they get home from school. They're parents work in the fields late and have only enough time to fix a meal and get ready for bed. Also, the children spend a long day in school. One mother came in and said that her daughters were going to alternate taking care of the younger children; therefore, they would be attending school every other day. The kids are behind in reading and language and they need all the help they can get, if they can get it from someone who cares about them. Migrant children are no different than any-

other children, but they do need more attention at home. She feels that teachers are not adquately informed about the life-styles and problems of the Chicano children. Most of the teachers are here for the money, and they really don't care. She has to ask herself if pulling hair or pinching a child is how to treat them? She was very upset with a few teachers who are bilingual in this years program, because they use big words that the kids can't understand. Sometimes a chlidren will say he doesn't want to speak English because they will make fun of me. Teachers in Texas can take one hundred hours of Spanish, which doesn't cost the teacher a thing. It takes one year, is not required, but most of teachers take advantage.

Mary Recruiter 17 2

Mary is glad the program is over. She felt that the director should have been Spanish speaking, since the children are Mexican - American. Also, the staff should be at least fifty per-cent Mexican - American or Spanish speaking. Her main problem is the office help, because they think that she should be outside all time. She feels that the staff has to work as a team and all the people involved have to be a part of this team. Too many times people are here for just the paycheck. A Mexican - American director could do a much better job of opening the door to the people, especially, the permanent settlers. Many settled families have had children who have dropped

out of school because of lack of communication between the school and the parents. She feels that some of the teachers treat the children kind of rough; they are not concerned. When asked why, she said that she guessed it is because they don't understand the migrant children's behavior and how they live. There are some Anglos who go out of their way to help the Mexican - American people. Also, there are problems with the aides; some work harder than the others, some seem interested and others have alot of time and stand around doing nothing, or embroidery, etc. Also, the Spanish teacher does not have a break, which should be part of the schedule for every teacher. Also, the field trips are not appropriate for certain age levels, When asked for suggestions for next year, she said that she would have to analyze the whole thing, and would ask for a report from all teachers. Open House night was on the same night as the Migrant Clinic. She would hire someone to help the cook, who knew what the children were used to eating and at the same time introduce Anglo food to them. Problem: the teachers from Texas don't like to come and work in the migrant program, because it is too hard to find housing. This should be provided for them but it isn't, and they have to waste alot of time eating out and staying in hotels. Also, Mexican - American teachers do not feel they are treated as part of the staff; people do not speak to them in the halls; Mexicans are treated differently. We asked her why she stood for all this and she said because of her children's education. Policies: they are inconsistent; one of aides got a free taco and one of the Mexi-

can - American aides was told that she would have to pay for hers. A lot of the Chicano boys say naughty things and misbehave in class, or they say bad things to the girls. The girls go home and tell their mothers, who won't let the girls come back to school. If the teachers could understand what the boys are saying they could help them improve their manners with the girls. Knowing the language is a must! A county extension agent gave a down grading to the school because of the way the children acted, which reflected back upon the staff. She also feels that the Mexican - Americans should learn the Anglo culture too.

Appendix E

OHIO MIGRANT EDUCATION CENTER
LEIPSIC, OHIO

RAMIRO AVILA,
ORAL LANGUAGE CONSULTANT

# ORAL LANGUAGE REPORT

## - OUTLINE -

Summer 1974

Oral language inservice training workshop
(Bowling Green State University)

Migrant schools visitations and classroom observations

Oral language teaching demonstrations

Oral language team teaching.

Analysis of oral language needs of migrant children

Planning and implementation of a pilot nongraded - competency based oral language program for monolingual Spanish speaking children in the Leipsic school

Oral language inservice training workshop
(Bowling Green State University)

Final progress report and suggestions and recommendations for 1975

Summer 1975

Oral language inservice training workshop
(Bowling Green State University)

Implementation of a nongraded - competency based oral language program in the Leipsic and in the Lakota Schools

Oral language inservice training sessions at individual migrant projects

Migrant schools visitations and classroom observations.

Development of an oral language lesson plan model

Initial development of a comprehensive oral language teacher's guide

Evaluation of the nongraded - competency based oral language projects, Leipsic and Lakota. (Video tapes)

Development of a schedule model for a nongraded - competency based migrant school curriculum

Final Evaluation

Appendix F

## OBJECTIVES OF THE OHIO MIGRANT EDUCATION PROGRAM

1. Physiological Needs

   To promote the physiological development of each child through appropriate nutrition, health assessment and referral, and physical education services and/or activities.

2. Self Concept and Social Development

   To provide a sensitive staff and an environment for the development of each student's self concept through individual attention, group activities and relationships, guidance and psychological services as needed, cultural enrichment, self expression, (art, music, dramatics, creative writing) and home/school cooperation.

3. Communication Skills

   To provide each child with the opportunity to develop effective communication skills at the level of his readiness after assessing his skills in oral language, auditory and visual perception, motor development, reading, and writing.

4. Problem-Solving Skills

   To provide opportunities for each child to learn basic problem-solving skills (math, science, social studies, (games) at his level of development and to apply the skills to situations within his environment.

5. Career Awareness

   To promote career awareness through the exploration of job opportunities in the world of work, the assessment of individual vocational interests, the evaluation of the skills and values needed, and the investigation of possibilities for training.

Silvaroli Reading Inventory 1975

| | GRADE LEVELS | | | | | f | % | READING LEVELS |
|---|---|---|---|---|---|---|---|---|
| | 6 | 5 | 4 | 3 | 2 | | | |
| SCORES: | | | | | | | | |
| R | 0 | 0 | 0 | 9 | 20 | 29 | 23.39 | READINESS |
| PP | 2 | 3 | 2 | 11 | 14 | 32 | 25.81 | PRE-PRIMER |
| P | 0 | 1 | 0 | 5 | 2 | 8 | 6.45 | PRIMER |
| 1 | 1 | 2 | 1 | 6 | 8 | 18 | 14.52 | FIRST GRADE |
| 2 | 0 | 0 | 1 | 6 | 0 | 7 | 5.65 | SECOND GRADE |
| 3 | 0 | 1 | 1 | 1 | 1 | 4 | 3.23 | THIRD GRADE |
| 4 | 0 | 6 | 2 | 0 | 0 | 8 | 6.45 | FOURTH GRADE |
| 5 | 0 | 4 | 2 | 0 | 0 | 6 | 4.84 | FIFTH GRADE |
| 6 | 7 | 5 | 0 | 0 | 0 | 12 | 9.68 | SIXTH GRADE |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | SEVENTH GRADE |
| N: | 10 | 22 | 9 | 38 | 45 | 124 | | |

8 STUDENTS READ ABOVE THEIR GRADE LEVEL 6.45
14 STUDENTS READ AT THEIR GRADE LEVEL 11.29
102 STUDENTS READ BELOW THEIR GRADE LEVEL 82.26

Appendix G

| SCORES: | GRADE LEVELS 6 | 5 | 4 | 3 | 2 | f | % | READING LEVELS |
|---|---|---|---|---|---|---|---|---|
| R | 0 | 0 | 4 | 17 | 21 | 42 | 25.30 | READINESS |
| PP | 0 | 4 | 5 | 16 | 20 | 45 | 27.11 | PRE-PRIMER |
| P | 0 | 0 | 2 | 6 | 9 | 17 | 10.24 | PRIMER |
| 1 | 0 | 1 | 2 | 2 | 0 | 5 | 3.01 | FIRST GRADE |
| 2 | 4 | 6 | 6 | 5 | 0 | 21 | 12.65 | SECOND GRADE |
| 3 | 0 | 5 | 4 | 4 | 0 | 13 | 7.83 | THIRD GRADE |
| 4 | 1 | 3 | 3 | 0 | 0 | 7 | 4.22 | FOURTH GRADE |
| 5 | 1 | 2 | 3 | 0 | 0 | 6 | 3.61 | FIFTH GRADE |
| 6 | 2 | 5 | 2 | 0 | 0 | 9 | 5.42 | SIXTH GRADE |
| 7 | 1 | 0 | 0 | 0 | 0 | 1 | 1.66 | SEVENTH GRADE |
| N: | 9 | 26 | 31 | 50 | 50 | 166 | | |

11 STUDENTS READ ABOVE THEIR GRADE LEVEL 6.626 %
11 STUDENTS READ AT THEIR GRADE LEVEL 6.626 %
144 STUDENTS READ BELOW THEIR GRADE LEVEL 85.542 %

EACH GRADE LEVEL TESTED IS AT AN AVERAGE OF 3.6 GRADE LEVELS BELOW

BEST COPY AVAILABLE

## Appendix H

Leipsic, Summer Quarter 1975
Student Teachers

| Teacher | Grade | Student Teacher |
|---|---|---|
| Peggy Flowers | KG | Bob Sampson |
| Betty Frick | 1st | Sue Sherrick |
| Patricia Michel | 3rd | Betty Metzger |
| Katherine MacDonald | 4th | Kittye Lewis |
| Ned Schnee | 6th | Linda Black |

## TRAVEL PATTERNS OF SEASONAL MIGRATORY AGRICULTURAL WORKERS